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ABSTRACT

Volume 13 of T and D Abstracts, a continuation of CIRF Abstracts, contains 18 abstracts of documents published in Belgium, England, Italy, Luxembourg, Poland, West Germany, and the United States, dealing with trends in national training policies and in personnel development in public and private enterprise. The abstracts are divided into the following subject areas: education, guidance, and training policies; vocational guidance; six aspects of training (organizational-administrative structure, planning and programing, methods and media, staff, psycho-pedagogical factors, and costs and financing); research and evaluation methods; training as a factor in economic development; training and the employment structure; and training and social change. Each abstract contains bibliographic references, a translation of the title where applicable, and both subject and content analysis. Each abstract is classified by reference number, country, economic sector, occupational level, and T and D subject classification. A 31-item news in brief section, a 12-page glossary, and a list of periodical publications abstracted are also included. (JR)

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T&D Abstracts

ED109388

Volume 13 - 1975
Continuation of CIRF Abstracts

Trends in national training policies and in personnel development in public and private entreprise

CE004221

Selected by the
International Labour Office

Abstracts

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T & D PUBLICATIONS, ILO, CH - 1211 GENEVA, SWITZERLAND

T&D

February 1975

This is the first despatch of the ILO Training Department's modified service, T & D Abstracts. As the service is a continuation of the previous CIRF Abstracts, this volume has been numbered consecutively and is therefore Volume 13. This first despatch consists of a binder, an introductory chapter, 18 abstracts filed according to a revised classification code, a list of the periodical publications from which the abstracted items have been drawn, and 31 items constituting a new section "News in Brief".

The circular letter which was sent out with the last despatch of Volume 12 informed readers of the changes which were being introduced with the T & D abstracting service. Despatch 1 of Volume 13 is the first to contain the section "News in Brief" which you will find filed in section 1 of the classification guide-sheet. "News in Brief" is a response to comments and suggestions for improving the Department's abstracts service. Your own views on this section and your contribution to it will be appreciated.

The classification guide-sheet still contains 15 code numbers but the code number titles have been changed. One number - 14 - has been left blank so that readers may add their own personalised title as required.

Some minor changes, chiefly in presentation, have also been introduced. You will find them described in the introduction, pages 1 to 4.

The selected glossary of terms used in the field of training and related areas has been substantially revised. Its purpose is to try to ensure unequivocal understanding in this area at international level.

Unless advised to the contrary, all 1973-74 subscribers to CIRF Abstracts will be considered renewable with respect to the T & D Abstracts service. An invoice for the 1975 subscription will be sent to you under separate cover.

Readers will be informed in due course on the publication of the Training Department's complementary service, T & D Symposia.

The Editor

T & D Publications International Labour Office CH-1211 Genève 22, Switzerland

T&D

Introduction

Purpose and scope

The aim of the T & D Abstracts is to convey information about training policies, systems, programmes, experiences and experiments as they are reported on or described in periodicals, books and other documents. They cover all levels of training, including management and all branches of economic activity. They constitute a continuation of the CIRF Abstracts, supplemented by the addition of a section - News in Brief - which will highlight developments, innovation and research around the world.

Selection of items

The items published in T & D Abstracts constitute a selection from the many thousand articles, books, laws, decrees and other documents on or connected with vocational training which are brought out throughout the world each year. As a rule only material published within the previous six months is selected for abstracting. In the selection of items relating to national institutions and systems of training, every effort is made to ensure that the source of the material is truly national, that is, not a description by a "foreign observer". An obvious exception to this rule is when international comparative studies are reported on.

The ILO Bureau of Information Systems indexes annually several thousand articles, books and other documents received from all over the world. The texts which are selected for abstracting by T & D Publications represent only a small fraction of the year's intake by this service, each item of which is coded and put into the computer system. From this pool of documentation T & D Publications, subject to certain rules and conditions, will prepare bibliographies and/or supply photocopies of the documents on request.[1]

Readers who wish to procure the original text of an item reported on are advised to address their request to a bookseller in their own country or to the publisher, indicated either in the bibliographical reference or (when the item is an article published in a periodical) in the "List of periodical publications abstracted" which is included in each despatch.

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[1] Cf. SCHIEBER, W.D., ISIS - Integrated scientific information system: a general description of an approach to computerised bibliographical control, Genève, ILO Central Library and Documentation Branch, 1971. 115p. (offset)

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Components of the abstract

Each abstract normally relates to a single text. It comprises an analysis of both the subject and the contents of the document. For the convenience of the reader it also comprises complete bibliographical references and a number of classification codes which are explained below.

Subject and content analyses

The subject analysis describes in concise terms the nature of the document and the "central analytical area" it covers. The technique employed in the preparation of the subject analysis has been adapted from the methods developed in electronic data processing and retrieval systems.

The contents analysis is intended to convey the essential ideas, facts, opinions, conclusions and reservations contained in the original text.

Responsibility for opinions expressed

T & D Publications does not assume responsibility for opinions expressed in the text. Should an abstract give rise to a misunderstanding of the facts contained or opinions expressed in the article, book or other document reported on, steps will be taken as soon as possible to bring the error to the attention of the readers.

Terminology

Every effort is made to use standard terminology. In some cases, therefore, T & D terminology may differ from that used by the author. When it is considered necessary in order to obtain unequivocal understanding of the subject matter, specific terms are given first in translation and then, in brackets, immediately following the translation, in the language of the original document.

A glossary of T & D terminology follows the Introduction.

Classification system

The classification system is shown at the top of the first page of each abstract. Reading from right to left, it consists of the five items described below.

1. Reference number: The order number used by the ILO Bureau of Information Systems for identifying individual documents, preceded by the T & D classification and, except for the case indicated below, the letter B. As the number of documents selected for indexing greatly exceeds the number of abstracts published, these reference numbers are not consecutive.

Note: Legislative texts are listed in a special series and identified by the letter L.

2. Country: This gives the name of the country in English and the code number assigned to that country in the Universal Decimal Classification (UDC) system. If an abstract covers countries forming a natural or political group, the classification indicates the group without any UDC code number (e.g. developing countries, European Economic Community).

For a list of the UDC country classification codes see page 5.

The designations applied to the countries or groups of countries conform to ILO practice. Neither their use nor the acceptance for publication of material on a given country or territory implies the expression of any opinion whatsoever on the part of the International Labour Office concerning either the legal status of that country or territory or of its authorities, or the limitation of its frontiers.

3. Sector: This means the sector of economic activity as defined in the International Standard Industrial Classification of all Economic Activities (New York, United Nations, 1968, Series M, No. 4, Rev. 2). A list of the two-digit groups generally employed in the abstracts is found on page 7. Where the text is generally applicable or concerns several sectors, this code is replaced by a dash.

4. Level: This shows the main level of qualification envisaged - operative, skilled worker, technician, supervisor, management (middle and senior management levels), training staff. Where the text covers several levels, this is indicated by a dash.

5. T & D classification: This refers to the headings listed on the cover page. No. 14 has been left blank so that readers may use this classification to suit their own needs and purposes.

Cross references to other abstracts

In making cross references to other abstracts, the T & D classification, the reference and volume numbers, together with the name of the country (if it differs from the country of the abstract in question), are indicated: e.g. "cf. abstract No. 3/B 21144, Vol. 7, Kenya".

Transliteration of non-Latin texts

Transliteration of Cyrillic characters (Bulgarian, Russian, Serbo-Croat, Ukrainian) into Latin characters is done in accordance with the International System for the Transliteration of Slavic Cyrillic Characters established by the Technical Committee ISO/TC 46 and adopted by the Council of the International Organization for Standardisation (ISO) in September 1968 (cf. ISO Recommendation R9: International System for the

Transliteration of Slavic Cyrillic Characters, Genève, ISO, 1969: ISO/R9 - 1968 (E), 8p.).

Transliteration of Arabic characters is done in accordance with the International System for the Transliteration of Arabic Characters (cf. ISO Recommendation R233: Genève, ISO, 1961: ISO/R233 - 1961 (E), 8p.).

Conversion of currencies and measures

All measures are expressed in terms of the metric system. In the English edition of T & D Abstracts amounts in national currency are also given (in round figures) in US dollars.

Suggestions and comments

We shall be grateful for any suggestions the readers of T & D Abstracts may wish to make for improving our abstracts service. All correspondence should be addressed to:

T & D Publications
International Labour Office
CH 1211 GENEVE 22
Switzerland

January 1975

Country classification

Afghanistan	581	Germany (Fed. Rep.)	430.2
Albania	496.5	Ghana	667
Algeria	65	Gilbert and Ellis Islands	968
Argentina	82	Greece	495
Australia	94	Guatemala	728.1
Austria	436	Guinea	665.8
Bangladesh	549.31	Haiti	729.4
Belgium	493	Honduras	728.3
Bermuda	729.9	Hong Kong	512.317
Bolivia	84	Hungary	439
Botswana	687.85	Iceland	491
Brazil	81	India	54
Bulgaria	497.2	Indonesia	915
Burma	591	Iran	55
Burundi	675.570.2	Iraq	567
Byelorussian SSR	476	Ireland	417
Cameroon	671.1	Israel	569.41
Canada	71	Italy	45
Central African Rep.	674	Ivory Coast	666.8
Chad	674.3	Jamaica	729.2
Chile	83	Japan	52
China	51	Jordan	569.5
Colombia	86	Kenya	676
Congo	672.4	Khmer Rep.	5.6.1
Costa Rica	728.6	Korea (Dem. People's Rep. of)	519.2
Cuba	729.1	Korea (Rep. of)	519.1
Cyprus	564.3	Kuwait	531.1
Czechoslovakia	437	Laos	598.2
Dahomey	668.5	Lebanon	569.34
Democratic Yemen	533.1	Lesotho	686.1
Denmark	489	Liberia	666
Dominican Rep.	729.3	Libyan Arab Rep.	619
Ecuador	866	Luxembourg	435.9
Egypt	62	Madagascar	691
El Salvador	728.4	Malawi	689.8
Ethiopia	63	Malaysia	595.01
Fiji	961.1	Mali	662.01
Finland	471	Malta	458.2
France	44	Mauritania	661.2
Gabon	672.1	Mauritius	698.2
Gambia	665.1	Mexico	72
German Dem. Rep.	430.3		

Mongolia	517.3
Morocco	64
Nepal	542.5
Netherlands	492
New Caledonia	932
New Zealand	931
Nicaragua	728.5
Niger	662.6
Nigeria	669
Norway	481
Pakistan	549
Panama	862
Papua New Guinea	95
Paraguay	892
Peru	85
Philippines	914
Poland	438
Portugal	469
Puerto Rico	729.5
Qatar	535.1
Rumania	498
Rwanda	675.570.1
Saudi Arabia	531
Senegal	663
Sierra Leone	664
Singapore	595.13
Solomon Islands	935
Somalia	677.01
South Africa	68
Spain	46
Sri Lanka	548.7
Sudan	624
Swaziland	683.4
Sweden	485
Switzerland	494
Syrian Arab Rep.	569.1
Tanzania	678.2
Thailand	593
Togo	668.13
Trinidad and Tobago	729.87
Tunisia	611
Turkey	496
Uganda	676.1
Ukrainian SSR	477
USSR	47
United Arab Emirates	536.6
United Kingdom	42
United States	73
Upper Volta	662.5
Uruguay	899
Venezuela	87
Viet-Nam (Dem. Rep. of)	599.2
Viet-Nam (Rep. of)	599.1
Virgin Islands	729.7
Yemen Arab Republic	533.2
Yugoslavia	497.1
Zaire	675
Zambia	689.41

International standard industrial classification of all economic activities - List of divisions and major groups [New York, United Nations, 1968, Series M, No. 4, Rev. 2]

1 Agriculture, hunting, forestry and fishing

11 Agriculture and hunting
12 Forestry and logging
13 Fishing

2 Mining and quarrying

21 Coal mining
22 Crude petroleum and natural gas production
23 Metal ore mining
29 Other mining

3 Manufacturing

31 Food, beverages and tobacco
32 Textile, wearing apparel and leather industries
33 Wood and wood products, including furniture
34 Paper and paper products, printing and publishing
35 Chemicals and chemical, petroleum, coal, rubber and plastic products
36 Non-metallic mineral products, except products of petroleum and coal
37 Basic metal industries
38 Fabricated metal products, machinery and equipment
39 Other manufacturing industries

4 Electricity, gas and water

41 Electricity, gas and steam
42 Water works and supply

5 Construction

6 Wholesale and retail trade and restaurants and hotels

61 Wholesale trade
62 Retail trade
63 Restaurants and hotels

7 Transport, storage and communication

71 Transport and storage
72 Communication

8 Financing, insurance, real estate and business services

81 Financial institutions
82 Insurance
83 Real estate and business services

9 Community, social and personal services

91 Public administration and defence
92 Sanitary and similar services
93 Social and related community services
931 Education services
94 Recreational and cultural services
95 Personal and household services
96 International and other extra-territorial bodies

0 Activities not adequately defined

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Glossary

This glossary comprises terms which experience has shown often require definition in order to ensure unequivocal understanding in the field of training at international level. It does not lay claim to being a comprehensive dictionary of such terms. The French translation of each major term is indicated in brackets.

APPRENTICESHIP
(apprentissage)

See under: training within the undertaking

BASIC TRAINING
(formation de base)

Training aiming at imparting the fundamentals of an occupation or a group of occupations with a view to qualifying the trainee for immediate employment or to providing the basis for specialisation. It may but will not always be recognised as a distinct phase of initial training; it may constitute a part of retraining.

BLOCK RELEASE,
DAY RELEASE
(sessions à plein temps)
(cours hebdomadaires)

The system by which a trainee is authorised to be absent from work, with or without pay, in order to attend part-time courses of related instruction and general education constituting part of his training programme. It may be arranged as a number of hours (usually 1 to 2 days) each week (day release) or a number of weeks or months each year (block release).

See also: co-operative education
sandwich training

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CO-OPERATIVE EDUCATION
(enseignement coopératif)

Covers school programmes in which the pupils of a class or educational stream are released from the school for considerable periods of time each week in order to have practical training in an undertaking. The co-operative education arrangement, which is found for the most part in the USA and in Sweden, differs from apprenticeship and other in-plant training arrangements in that the trainee remains registered as a pupil and the training contract is concluded between the school authorities and the employer, not between the latter and the trainee.

See also: block release
day release
sandwich training

EDUCATION
(éducation, enseignement)

Activities which aim at providing knowledge and developing a sense of values and an understanding of principles applicable in all walks of life, rather than at imparting knowledge and skills relating to only a limited field of occupational activity. The term is sometimes used in a more restricted sense as covering only such of these activities which take place within the school system.

A distinction is made, as required, between primary, secondary and higher (tertiary) education.

The term primary education is used to cover the first 6 to 8 years of schooling with a common programme for all children.

The term secondary education refers to the 4 to 6 years of education following primary education which may but will not necessarily give access to university level studies.

The term higher (or tertiary) education is used to cover all education at post-secondary level given in educational institutions which are open to students who have successfully completed secondary school or reached an equivalent level, e.g. universities,

institutes of technology and higher commercial colleges and other institutions which confer degrees or diplomas of a level substantially equivalent to a university degree.

The term compulsory schooling is used to mean the legal minimum standards of attendance at school.

See also: co-operative education
technical education

EMPLOYMENT
(emploi)

Any remunerative work, either for an employer or in self-employment.

EXTENSION SERVICE
(services de vulgarisation)

A system under which technical knowledge available at a university or other central educational or research institution is systematically communicated to practitioners (e.g. farmers, small industry or service occupation entrepreneurs) through instruction and practical demonstrations conducted by itinerant specialists (extension agents).

See also: mobile training

FURTHER TRAINING
(perfectionnement)

Any type of training subsequent and complementary to initial training. It is a global term which may cover any or all of the following forms: upgrading or supplementary training, updating, refresher training, specialist training.

See also: retraining

GROUP TRAINING
(formation interentreprises)

A scheme whereby several undertakings join forces in order to carry out a number of training functions which individually they would be unable or less well equipped to perform (e.g. providing basic training common to a number of occupations; providing related theoretical instruction; ensuring that trainees such as apprentices acquire, through systematic rotation among the undertakings, the full range of experience required; employing a full-time instructor or a training officer to supervise, organise and plan training).

INITIAL TRAINING
(formation initiale)

First complete course of training for an occupation. It is often divided into two parts: basic training followed by specialisation.

In-house training)
In-plant training)
In-service training)

See under: training within the undertaking

MOBILE TRAINING
(formation itinérante)

Training by groups of teachers and/or instructors, or by a single teacher or instructor, specifically trained and equipped to "take training to the trainee". The equipment may consist of a van, railway carriage or vessel used as a mobile training centre, or of mobile equipment which can be installed temporarily in training centres or schools or in undertakings in the area in which the training is to be given.

A mobile training unit may also consist of a group of teachers and/or instructors who spend periods of varying duration in specially selected factories or other types of undertaking (e.g. farms, hotels, catering establishments,

offices) for the purpose of giving training courses at various levels.

See also: extension service

OCCUPATION
(profession ou métier)

A broad term denoting any distinct type of manual or non-manual work which can provide a means of livelihood, whether undertaken for an employer or in self-employment.

The terms trade, craft and artisan trade are often used synonymously with respect to manual occupations.

The expressions recognised trade or apprenticeable occupation are used to denote an occupation which is officially recognised as requiring a specified period (usually between 18 months and 4 years) of systematic training in order to practise it at skilled worker level.

OFF-THE-JOB TRAINING
(formation en dehors du poste de travail)

Training within an undertaking which has been either arranged off the premises of the undertaking or, if given on the premises, organised in an area (training workshop, classroom, etc.) specially equipped for training purposes.

ON-THE-JOB TRAINING
(formation sur le tas)

Training within an undertaking which has been arranged at an ordinary work place and uses actual jobs of commercial value for instruction and practice purposes.

PRACTICAL TRAINING
(formation pratique)

Instruction and practice in the predominantly manual functions and tasks of an occupation such as in the use of machines, tools and equipment and in procedures and routines applied at the work place.

In the case of practical training for manual work for industrial or artisan trades occupations, the term workshop practice is often used synonymously.

PRACTICE PERIOD
(stage)

A period of work experience which students of technical subjects and other trainees, including teacher trainees, are required to perform in order, through direct participation in the work, to complete their formal training, learn about conditions of work in the occupation, etc.

PREVOCATIONAL TRAINING
(formation préprofessionnelle)

Training arranged primarily to prepare young people for choosing an occupation or a line of training. It usually covers a range of occupational activities.

REFRESHER TRAINING
(rafrafchissement des connaissances ou capacités)

Training to refresh skills and knowledge which may have been partly forgotten, usually as a result of a lengthy interruption in occupational life (e.g. because of unemployment, military service, family responsibilities). It may also be necessitated by a return to previous tasks and functions after a period of assignment to other duties.

REHABILITATION TRAINING
(formation de réadaptation)

Special initial training or retraining given to handicapped persons to prepare them for employment or, in the case of persons who have become handicapped after they have already been in the labour force, to reintegrate them into active working life.

RELATED INSTRUCTION
(enseignement complémentaire)

Instruction in science, technology, mathematics and other theoretical subjects which will help the assimilation of the occupation being taught. Often includes an element of supplementary general education.

RETRAINING
(formation de reclassement)

Training for the acquisition of the skills and knowledge required for practising an occupation other than the one for which the worker was originally trained. It may require a period of basic training followed by specialisation.

SANDWICH TRAINING
(cours alternés)

A form of training consisting of alternate periods of training in a school and training within an undertaking. The trainee may be enrolled full-time in a school (school-based) or employed by the undertaking (undertaking-based).

The periods, which are often but not necessarily of equal length, may vary in duration from several weeks to several months or longer.

See also: block release
co-operative education
day release

SPECIALISATION
(spécialisation)

Training given to consolidate, deepen and broaden the skills and knowledge acquired during basic training.

Specialised worker
Skilled worker
Supervisor

See under: worker

SUPERVISOR
(agent de maîtrise)

See under: worker

TECHNICAL EDUCATION
(enseignement technique)

Secondary and higher education which are substantially theoretical and lead to qualification for work in industry as technician or engineer, or to qualification at corresponding levels in agriculture, forestry or commerce, etc.

TECHNICIAN
(technicien)

See under: worker

TELE-EDUCATION
(télé-enseignement)

Instruction given by a school, centre of other institution using media such as radio, television, telephone and correspondence in order to reach students or trainees located at some distance from the educational institution concerned. The courses may be taken individually or through group study. Tele-education may be combined with other forms of instruction, whether theoretical or practical.

TRAINING
(formation)

Activities which essentially aim at providing the skills, knowledge and attitudes required for employment in a particular occupation, group of related occupations or for exercising a function in any field of economic activity.

Within this broad term a number of derivatives or subdivisions may be noted based on the purpose and level of the training, the age group or other characteristics of the trainee, the place where the training is given, etc. (e.g. basic training, initial training, rehabilitation training, updating).

TRAINING DIRECTOR
(directeur de la formation)

Person having senior management responsibility for planning and organising the training function within an undertaking. Often acts as an adviser to line managers and supervisors.

See also: training officer

TRAINING OFFICER
(responsable de la formation)

Person employed by an undertaking (or a group of undertakings) with the main functions of supervising, organising and/or planning both training carried out within the undertaking(s) and arrangements made for staff training given outside the undertaking(s).

See also: training director

TRAINING STAFF
(personnel de formation)

Term used to cover the trainer, the vocational instructor and the vocational teacher. It may include certain categories of administrative staff concerned with training programmes and institutions.

While the functions of the vocational teacher and vocational instructor tend to overlap it may be said that, as a rule, the vocational teacher works in a school situation and provides both related instruction and some, if not all of the practical training, whereas the instructor is likely to be responsible for giving practical training either within an undertaking or in a school situation combined with, in many cases, a limited amount of the theoretical instruction required for the particular skill being taught.

See also: training director
training officer

TRAINING-WITHIN-INDUSTRY (TWI)
(formation pratique des chefs)

Term used exclusively to denote training in supervisory functions (job instruction, job methods, job relations, job safety) based on the system evolved by C. Dooley and his associates in the USA in the 1940s and practised subsequently in various parts of the globe, with some modifications. (cf. Training within the undertaking).

TRAINING WITHIN THE UNDERTAKING
(formation dans l'entreprise)

Any training that is provided on the premises of an undertaking and in which the trainee is in an employment situation. It may be given on the job or off the job. It includes the concept of apprenticeship: a period of long-term training substantially carried out within an undertaking and regulated by statutory law or custom according to an oral or written contract which imposes mutual obligations on the two parties concerned - the trainee and, normally, an employer who has assumed responsibility for giving the trainee initial training for a recognised apprenticeable occupation.

The following terms are often used synonymously:

In-plant training - in the case of training given within a production unit.
In-service training / In-house training - in the case of training given within an undertaking in the tertiary sector, e.g. banking, insurance, teaching and other public service.

UPDATING
(mise à jour des connaissances)

Training to bring the skills and knowledge of the worker up to date with respect of new developments - new materials, tools, processes, etc. - in his occupation.

UPGRADING OR SUPPLEMENTARY TRAINING
(formation complémentaire)

Training which provides supplementary skills and knowledge in order to increase the versatility and occupational mobility of a worker or to improve his standard or performance. In some cases its purpose may be to provide additional qualifications for exercising a recognised complementary or related occupation. It may, but will not necessarily lead to promotion.

VOCATIONAL COUNSELLING
(conseil d'orientation)

Constitutes a part of vocational guidance and consists of assistance to individuals in developing a career or vocational plan. It involves helping the individual in clarifying his values, establishing vocational goals, identifying alternatives, formulating and implementing a career plan and periodically reviewing and revising such a plan on the basis of new information, goals and progress made.

See also: vocational guidance

VOCATIONAL EDUCATION
(enseignement professionnelle)

Training, as defined above, which is given entirely in a school or other educational institution, whether within the statutory school system or outside it.

VOCATIONAL GUIDANCE
(orientation professionnelle)

Consists of assisting individuals through orientation to learn about relevant opportunities for education, training and work and facilitating through counselling their career planning. It includes individual assessment through standardised testing and test interpretation, the provision of information on education, training and work opportunities and related placement and follow-up activities. Specialised programmes in vocational guidance may be

operated in schools, vocational training centres and undertakings. They may also be organised for special groups within the population.

VOCATIONAL ORIENTATION
(information professionnelle)

Constitutes a part of vocational guidance and consists in the provision of information about occupations and relevant education and training opportunities and requirements. It may be given to individuals or to groups. Its general purpose is to provide a broader understanding of the nature and meaning of work and a deeper insight into areas of interest.

See also: vocational guidance

WORKER
(travailleur)

Any person engaged in manual or non-manual work, irrespective of the sector of economic activity or the level of qualification. The term therefore includes salaried employees and persons who are self-employed and covers various levels of qualifications.

Specialised worker (travailleur spécialisé) - a person who has been trained to perform a limited number of skilled functions or operations but who has not the all-round technical skills and knowledge required for a recognised trade or other occupation. In manufacturing industry the word "operative" is often used synonymously.

Skilled worker (travailleur qualifié) - a person who has acquired the full qualifications required for performance of a recognised trade or other occupation. In some countries and in some occupations the terms "journeyman" (usually in the artisan trades sector), "craftsman" and "tradesman" are used synonymously.

Supervisor (agent de maîtrise) - a person whose main tasks are the control and supervision of workers. His functions often include planning the work and giving instruction on the job.

Technician (technicien) - a person who requires knowledge and skill of a more practical character than those required of the qualified scientist, engineer or technologist, on the one hand, and of a more theoretical character than those required of the skilled worker or craftsman on the other. His education and training are likely to have taken him at least up to a level equivalent to the end of secondary education, in a general or technical stream; he may have had post-secondary level training and a corresponding degree or diploma.

"Junior" and "higher" technician levels may be distinguished though a sharp line can rarely be drawn between them.

January 1975

T&D

News in brief

January 1975 - No. 1

Forthcoming events

DIDACTA - Nürnberg, 10-14 March 1

The thirteenth Didacta Fair in Nürnberg, FGR, 10-14 March, on teaching methods and media will have "Lifelong training" as its main theme. Some 650 firms and organisations will demonstrate teaching materials and aids, text books, AV equipment, learning systems and programmes for schools, vocational training and management development.

Deutsche Messe- und Ausstellungs AG, D-3000 Hannover-Messegelände.

CAREER DEVELOPMENT - Budapest, 8-11 April 2

Career development schemes in European enterprises will be discussed by senior general and personnel managers at a Round Table organised jointly by the ILO and the Hungarian Chamber of Commerce from 8-11 April 1975 in Budapest, Hungary.

In recent years, career planning and development has become a subject in which both Eastern and Western European countries are increasingly interested. It is anticipated that this meeting will provide ideas which will enable the ILO to define more specifically its future contribution in this important field.

Management Development Branch, ILO, CH-1211 Genève 22. (Ref. MD 37)

ITEC 75 - Bristol, 6-10 April 3

Training for participation and co-determination and the use of audio-visual media in vocational training are the main themes of a Conference on industrial training in and for Europe organised by EMAS and Industrial Training International from 6-10 April 1975 in Bristol, United Kingdom. Conference participants will have the opportunity to survey, review and compare European practices and approaches.

H. Eric Frank, Conference administrator, 4 Richmond Hill, Bristol BS8 1AT, United Kingdom.

T & D Publications International Labour Office CH-1211 Genève 22, Switzerland

DATA PROCESSING AND TEACHING - Marseille, 1-5 September 4

The second international conference organised by the International Federation for Information Processing (IFIP) will take place from 1-5 September 1975 at Marseille, France. It will bring together educators and information specialists interested in the role of information technology.

The conference is sponsored by UNESCO, the OECD and the International Committee for Mathematical Instruction (ICMI).

The agenda will cover, inter alia, the use of data processing techniques in teaching various disciplines and the application of such methods to problems of education in developing countries.

AFCET, Université Paris IX-Dauphine, 75775 Paris Cédex 16.

TRAINING AND DEVELOPMENT - New Delhi, 16-20 November 5

The Fourth International Conference on Manpower Training and Development will be held in New Delhi, India, from 16-20 November 1975. The Conference will examine such questions as - the establishment of meaningful objectives for human resources development in developed and developing countries; the influence of economic and non-economic factors; the role of established institutions; the contribution of current concepts, tools and techniques.

H. Eric Frank, 4 Richmond Hill, Bristol BS8 1AT, United Kingdom; Conf. Director, Fourth International Training and Development Conference, Indian Society for Training and Development, P.O. Box 418, New Delhi - 110001, India.

New institutions

CO-ORDINATING CONFERENCE WORK IN THE GDR 6

The State Secretariat for vocational training of the German Democratic Republic has set up a committee for the organisation of conferences and meetings on training methods and techniques in vocational training. The Committee is composed of training and research specialists and representatives of central and regional vocational training organisations and of trade unions. The main tasks of the Committee are to select subjects for conferences and meetings with those active in vocational training and to identify the best examples of successful innovation in training.

Berufsbildung, Berlin, September 1974, No. 9, p. 429.

A NATIONAL INSTITUTE FOR TRAINING AND PROMOTION IN THE MALAGASY REPUBLIC 7

The Government of the Malagasy Republic has created a new national institute for training and promotion. The institute is a public body having legal status and financial autonomy. It is administered by a Council presided over by the Minister of Labour, composed of representatives of different ministries, employers' and workers' organisations.

For the government, the Institute is an instrument for promotion and training. For industry and commerce, it is a national service which, in collaboration with other organs, will contribute to the attainment of full employment, to improving the qualifications of workers at all levels and to raising standards of management.

Decree No. 74-088 of 8 March 1974. Journal Officiel de la République Malagasy, Tananarive, No. 988, 18 May 1974, p. 1315-1318.

PLANNING OF EMPLOYMENT, TRAINING AND EDUCATIONAL INSTITUTIONS IN SENEGAL 8

An interministerial Council has been formed by the Government of Senegal, which will be responsible for formulating government policy in employment, training and education. It is composed of Government Ministers, the President of the Economic and Social Council and representatives of employers, workers and students. The Human Resources Division, under the authority of the Minister of Planning, serves as secretariat. A National Committee for Employment and Educational Institutions will prepare the meetings of the interministerial Council and advise on the organisation of the various training institutions. The members of the Committee are nominated by decree of the Minister of Planning.

Decree No. 74-163 of 14 February 1974. Journal Officiel de la République du Sénégal, Dakar, Vol. 119, No. 4345, 16 March 1974, p. 376-387.

New policies

NEW INTERNATIONAL STANDARDS IN GUIDANCE AND TRAINING 9

In June 1975 the International Labour Conference starts the second discussion on the proposed Convention and Recommendation on vocational guidance and vocational training prepared by the 1974 Conference. The base document for this discussion, which contains the comments and observations of

Governments on the proposed text, will be published in February 1975. In the meantime, UNESCO has adopted recommendations on technical and vocational education and on the role of education in promoting international understanding.

ILO: Human Resources Development: Vocational Guidance and Vocational Training, Report VI(2), Genève, 1975. UNESCO, Paris: Revised Recommendation concerning Technical and Vocational Education, Paris 1974. UNESCO: Recommendation concerning Education for international Understanding, Co-operation and Peace and Education relating to Human Rights and fundamental Freedoms, Paris 1974.

OECD EXAMINES POLICIES FOR INNOVATION IN EDUCATION 10

A recent report drawn up by the Education Committee of OECD outlines some general concepts which could guide the formulation of coherent policies for innovation, research and development in education. The proposed starting point is that education should be viewed as a social service. The report explores new mechanisms in creating such a social service and, in particular, the need for participation by individuals and social groups in the process of change.

Policies for Innovation and Research and Development in Education, OECD, Paris, 1974, (doc. ED(73)24).

AUSTRALIA ADOPTS NEW MANPOWER PROGRAMME 11

A new National Employment and Training System (NEAT) has been introduced. NEAT provides a framework in which the Commonwealth Employment Service (CES) can endeavour to use training as an instrument of employment market policy in the widest possible manner. It covers full-time and part-time training and envisages using the widest possible range of facilities throughout the community and in particular the technical education system. Full-time training allowances, based on the national wage index, have been worked out for various age groups. Employers providing suitable training will be eligible for a government subsidy. Special redundancy provisions allow for payments to be made to employers who release workers for re-training prior to retrenchment.

Press statement from the Minister for Labor and Immigration, 4 October 1974, Canberra, Australia.

DENMARK REVIEWS TEENAGE EDUCATION 12

The Danish Minister of Education has asked the Central Education Council to explore what change is needed in the approach to the education of 16 to 19 year olds. More specifically the Council should explore short-term possibilities for arranging a more vocationally oriented secondary school. It should also explore long-term implications of some form of integration of secondary school education and vocational training, transfer possibilities between streams for general education and vocational training and a possible expansion of current experiments in school-based 1st-year training to further vocational fields.

Uddannelse, Undervisningsministeriets Tidsskrift, Copenhagen, No. 8, 1974.

SWEDEN APPROVES RIGHT TO EDUCATIONAL LEAVE 13

Legislation in force in Sweden since 1 January 1975 gives workers the right to leave of absence for education purposes. The Act covers all workers in public and private employment. The timing and duration of the leave are to be arranged in accordance with the wishes of the individual employee and the business requirements of the employer. The Act lays down guidelines governing eligibility for and granting of leave, notice to be given, postponement by the employer, interruption of leave by the employee and appeal procedures. Detailed arrangements will be worked out through collective bargaining. Financing is not included in the legislative provisions.

Lag om arbetstagares rätt till ledighet för utbildning den 13 December 1974, Svensk Författningssamling (SFS), 1974: 981.

Training standards

Construction industry

NEW TRAINING STANDARDS IN THE FRG 14

New training standards for the construction trades entered into force on 1 July 1974 in the Federal Republic of Germany. With 35 new training regulations, the decree opens the way to important reforms. The introduction of training by stages and block release arrangements, with a significant part of the training given in training centres, are the principal measures

envisaged. Furthermore, industrial and craft trades are placed for the first time on a broadly equal footing.

Verordnung über die Berufsausbildung in der Bauwirtschaft vom 8 May 1974, Bundesgesetzblatt, Teil I, Bonn, No. 51, 15 May 1974.

Chemicals

FORWARD TRAINING PLAN IN THE UK 15

The Chemical and Allied Products Industry Training Board of the United Kingdom has published a 5-year Plan. Greater priority will be given to strangthening advisory services so as to provide greater in-depth training advice to individual firms. The medium-sized firm becomes the main target group for courses and seminars with the accent on new training methods and the innovatory aspects of management. An evaluation of current training aids has been initiated and training recommendations will be reviewed on a 3-5 year cycle. Research continues to be action-oriented with particular emphasis on determining measures of achievement within the industry.

Five Year Plan 1975-80, Chemical and Allied Products Industry Training Board, Staines, Middlesex, 1974.

Woodworking

ILO TRIPARTITE MEETING 16

The Second ILO Tripartite Technical Meeting for the Woodworking Industries took place in Geneva from the 14 to 24 January 1975. Twenty-one countries were represented by 170 government experts and employers' and workers' representatives. The conclusions of the Subcommittee on the Training of Managers and Workers stressed the need to intensify and improve the training of workers within the industry so as to help them respond to rapid technological change. In addition, initial training should include broad basic training in related activities so as to increase the occupational mobility of workers. Governments should draw up plans or programmes for the development of human resources in the woodworking industry within the framework of their national plans and programmes.

ILO: Second Tripartite Technical Meeting for the Woodworking Industries, Genève, 1975 (Doc. WWI/2/1975/14).

Management development

MANAGEMENT TRAINING SOURCES IN NIGERIA 17

The publication of a Directory of Management Development Programmes represents the first attempt at national level in Nigeria to provide information on all available programmes and facilities for management and supervisory development in the country. The long-term objective of the Directory is to facilitate the design and establishment of a co-ordinated comprehensive national system of management development, consistent with the occupational requirements for national growth. This first edition covers programmes conducted in 1973/74 and includes information about content, duration, location, frequency of programmes and training methodology.

Directory of management development programmes in Nigeria 1973-74, Centre for Management Development, Lagos, Nigeria, 1974, 163 p.

FIRST MANAGEMENT WORKSHOP IN NIGERIA 18

Seven training modules form the basis of a manual for management educators and trainers by the Centre for Management Development in Lagos. While compiled for a specific six-week programme, the manual is also intended to be of interest to other users, particularly those concerned with advisory, educational or other services for management development in the developing world. The modules are self-contained and as such may be used separately or in different combinations. The fields covered are: factors affecting management education and training; the systems approach to learning in management; identification of education and training needs; curriculum development and design; teaching and training methods; evaluation and follow-up; development of an education and training strategy.

A workshop for management educators and trainers, Centre for Management Development, Lagos, Nigeria, 1974: Parts I and II, 800 p.

Occupational outlook

NEW LIST OF APPRENTICEABLE TRADES IN THE FRG 19

The number of occupations governed by training regulations was reduced from 606 in 1971 to 498 in 1974; 177 training regulations were annulled or

modified under the 1969 law on vocational training, and new occupations were recognised. A publication, prepared by the Ministry of Education and Science, summarises the situation as of 1 July 1974. Information is presented in tabular form under several headings: chronological (date of recognition), occupational groups and alphabetical. It includes, where relevant: duration of training, number of training periods in cases where training by stages is permitted, basic legal texts, numbers trained. The document also includes a list of recognised vocational training organisations.

Bekanntmachung des Verzeichnisses der anerkannten Ausbildungsberufe und des Verzeichnisses der zuständigen Stellen nach dem Berufsbildungsgesetz, Beilage zum Bundesanzeiger no. 159, Bonn, 28 August 1974.

EDUCATIONAL REQUIREMENTS RISE IN USA 20

The new 1974-75 edition of the Occupational Outlook Handbook states that educational requirements will continue to rise for most jobs, including those in clerical and blue collar fields. The 842-page Handbook, issued by the U.S. Department of Labor, reports employment prospects through the mid-1980's for more than 850 occupations and 30 major industries. It includes information on duties involved in different jobs, training or educational requirements, earnings, advancement opportunities and job openings.

Occupational Outlook Handbook, 1974-75 Edition, US Department of Labor, Bureau of Labor Statistics, Washington, D.C. 20210, USA.

Methods and media

COMPUTER LINK-UP FOR THE HANDICAPPED 21

Thanks to the introduction of a computer-assisted teaching system, handicapped persons at the Rehabilitation Centre of the Linz Institute for Promotion of Vocational Training (Berufsförderunginstitut Oberösterreich) now have access to the 400 training courses of Europe's biggest rehabilitation centre at Heidelberg. Sixteen terminals are available to students who can thus communicate with the computer, proceed at their own pace and work in complete independence.

BILLEK, V., Computer helfen beim Unterricht, Start und Aufstieg, Vienna, No. 10, October 1974.

AN ADVANCED SYSTEM FOR ELECTRONICS TRAINING IN THE FRG 22

The electronics training programme drawn up by the Federal Vocational Training Research Institute (Bundesinstitut für Berufsbildungsforschung) uses a wide variety of teaching materials: programmed books, films, electrical material for the exercises, etc. All this material is now available from the makers.

Komplexes Lahrsystem Elektrotechnik, Bundesinstitut für Berufsbildungsforschung, Hauptabteilung Medienforschung, Fehrbelliner Platz 3, Berlin 31.

Current research

DEVELOPMENT RESEARCH SOURCES IN EUROPE 23

As part of a series covering major geographical areas the OECD has published a directory of development research and training institutes in Europe. It describes 196 institutions in Europe, six of which are attached to international organisations. The information is presented under four headings: general information (financing, staff, organisation); training activities (at post-graduate level and relating to social and economic development); research activities (main fields of interest and current projects); publications issued since 1970. The directory is published in English and French.

Directory of development research and training institutes in Europe, OECD, 2, rue André Pascal, 75775 Paris, Cédex 16, France, 2 volumes, 427 p.

SPOTLIGHT ON EMPLOYMENT AND OCCUPATIONAL RESEARCH 24

The influence of the mother on the occupational choice of girls, multi-media instruction systems for adults, the effect of lifelong training on industry's manpower policies, work security and training - these are but some of the problems dealt with (mainly in the Federal Republic of Germany and in Austria) in about 3,000 research projects classified by the Federal Institute for Research on the Employment Market and on Occupations. One volume deals with projects which were completed in 1973/74 while a further volume deals with research currently being carried out. Apart from the various

indices (authors, institutions, occupational groupings, etc.) there is also information on the research aims, methods and results.

Institut für Arbeitsmarkt– und Berufsforschung der Bundesanstalt für Arbeit, Forschungsdokumentation zur Arbeitsmarkt– und Berufsforschung, 85 Nürnberg, Regensburgerstrasse 104: Auflage 3/1974; Sonderband: Abgeschlossene Forschungsvorhaben, Auflage S/1974.

Documentation and doc. methods

ILO INFORMATION ON VISUALLY HANDICAPPED 25

The ILO has recently launched a documentation retrieval and information service (BLINDOC) aimed at disseminating new ideas, techniques and developments in the field of vocational rehabilitation, training, placement and employment of visually handicapped persons. The service is being developed in close consultation with the World Council for the Welfare of the Blind and its member organisations throughout the world.

BLINDOC, Training Department, ILO, CH-1211 Genève 22, Switzerland.

PERIODICALS ON ADULT EDUCATION - INTERNATIONAL 26

The Adult Education Division of UNESCO has published a revised and updated list of periodicals in adult education (3rd edition). The list gives the title and address of the periodical, the name of the organisation concerned, the name of the editor-in-chief, the number of issues and the language of the publication.

UNESCO, 7 place de Fontenoy, 75700 Paris - Document ED-74/WS/8 - May 1974.

PEDAGOGICAL DOCUMENTATION AND RESEARCH - EUROPE 27

The preparatory phase of the European Documentation and Information System for Education (EUDISED) was completed with the publication in 1974 of the following two principal texts:

(1) "EUDISED - Standards, format and character representation 1973", published in French and English (German version in preparation) by the Documentation Centre for Education in Europe of the Council of Europe, Strasbourg.

(2) "The EUDISED Multilingual Thesaurus for Information Processing in the field of Education", published in three separate but analogous texts (English, French, German) by Editions Mouton, Paris and the Hague. Spanish and Dutch versions are in course of preparation. An abridged English/Portuguese version has been published on the initiative of the Brazilian Ministry of Education.

The project now enters the experimental phase with the application of the Thesaurus to pedagogical R & D in ten Member States of the Council of Europe.

Information Bulletin of the Documentation Centre for Education in Europe, Council of Europe, Strasbourg, France. (Documents DECS/Doc(74) 8; 12 and 14).

BUILDING TRADES - BELGIUM 28

The Belgian Vocational Training Foundation for the Construction Industry has published a catalogue of the publications available in French and Flemish in its library as of March 1974.

Publications are listed under the following main headings: Administration - Building techniques - Economic and social questions - Pedagogy, teaching, training (including guidance) - Job analysis - Information - Courses - Collection of publications.

Fonds de formation professionnelle de la construction - FFC, 57 rue Lombard, 1000 Bruxelles, Belgique.

UK TRAINING ABSTRACTS SERVICE 29

This service provides information on training at all levels from operative to manager. It covers the full range of the training function and also includes some related topics such as manpower planning and technological change. Individual abstracts up to 200 words in length are printed on standard cards 150 mm by 100 mm. Coverage is mainly of English language sources.

The Editor, Training Abstracts Service, The Open University, Walton Hall, Milton Keynes, MK7 6AA., United Kingdom.

Terminology

A GLOSSARY OF TERMS USED IN SOCIALIST COUNTRIES 30

A working party of specialists from socialist countries is engaged in establishing a glossary of vocational training terms, with practical definitions, used in German and Slavonic languages.

Most vocational training research centres of the socialist countries participate in the working party.

A GLOSSARY OF ECONOMIC AND SOCIOLOGICAL TERMS 31

This English-German, German-English glossary is intended to simplify the understanding of texts dealing with economic theory, more particularly with employment problems. It is based on British, American and international publications specialising in this field. Only terms having a widely accepted meaning are included. Definitions of the principal concepts used in employment statistics in the United Kingdom and the United States are added in an annex, as is also a schematic presentation of the education systems in these countries.

A French version based on similar principles appeared in 1972.

WERNER, H., KÖNIG., I., Glossare zur Arbeitsmarkt– und Berufsforschung, Beilage zu Mitteilungen aus der Arbeitsmarkt– und Berufsforschung", Stuttgart, W. Kohlhammer GmbH, No. 3, July 1974, 179 p.

T & D	Level	Sector	Country	In referring to this abstract please quote
2	-	-	European Communities	No. 2/L 250

Author: -

Title: Résolution du Conseil du 27 juin 1974 portant établissement du premier programme d'action communautaire pour la réadaptation professionnelle des handicapés

Bibliographical references: Journal Officiel des Communautés européennes, Luxembourg, Vol. 17, No. C 80, 9 July 1974, p. 30-32.

Translation of title: Council Resolution of 27 June 1974 on the introduction of the first Community action programme for the vocational rehabilitation of the handicapped

Subject analysis: Resolution concerning vocational rehabilitation: objectives; definitions; organisation of the Community programme; co-operation between the organs of rehabilitation and training; exchange of information on the methods employed and training in their use; temporary and parallel activities; coordination and consultation.

Contents analysis

By a resolution of 27 June 1974, the Council of the European Communities decreed the first Community action programme for the vocational rehabilitation of the handicapped.

Objectives

The general aim of the Community's action on behalf of handicapped persons is to help them lead an independent normal life, fully integrated into society. It embraces all age groups, all types of handicap and all kinds of rehabilitation activity - medical, occupational and social - all of which are seen as separate aspects of a comprehensive and continuous process.

The current programme concerns all handicapped persons who are capable of performing efficiently as a wage-earner or an independent worker in open (or non-sheltered) conditions.

The specific aim is to improve vocational rehabilitation facilities in the Community. Rehabilitation will be based on a careful evaluation of the individual needs and possibilities of the handicapped and their socio-economic prospects.

Organisation

The programme is so organised as to offer a flexible work schedule and to make all concerned conscious of their social responsibilities in the matter (public authorities, rehabilitation services and institutions, employers' and workers' organisations, managements, the local population, the handicapped themselves).

The programme envisages three principal types of activity.

1. Co-operation between rehabilitation and training bodies (training institutions whose methods, courses and standards are appropriate for

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the handicapped, centres specialising in vocational rehabilitation, post-hospital rehabilitation centres specialising in adaptation to work). These institutions will be chosen so as to encourage the development of new methods and means of vocational rehabilitation and will constitute a European network. They will exchange information on methods and means and on the training of competent personnel.

2. Short-term demonstration activities, to improve the quality of vocational rehabilitation, in accordance with the following criteria: (a) lend themselves to evaluation (their scope and duration would be fixed at the outset); (b) apply new methods; (c) respond to the requirements of a co-ordinated contribution of all the elements involved in the rehabilitation phase; (d) recognise vocational rehabilitation as the culmination of a co-ordinated, comprehensive and continuing process; (e) use training methods which prepare the handicapped for normal employment.

3. Long-term activities to enable the handicapped to proceed, by gradual and careful stages, from vocational guidance to entry into employment and adaptation to a new environment, with vocational training as an integral part of the process.

Alongside these activities, two other types of activity are envisaged:
(1) the co-ordination of study and research in the rehabilitation field;
(2) public information support directed at the population at large, with the aim of integrating the handicapped into society.

Co-ordination and consultation

The Commission will be responsible for the co-ordination and general guidance of the programme, assisted by a working group composed of a representative of each Member State, who may be advised when needed by a maximum of two experts.

The Consultative Committee for Vocational Training will be regularly informed by the Commission on the evaluation and execution of the programme. The Committee is to present a report at the end of three years to the Council of the European Communities, giving the initial results of the implementation of this first programme.

T & D	Level	Sector	Country	In referring to this abstract please quote
2	-	-	Czechoslovakia 437	No. 1/L 261

Author: -

Title: Zásady obsahové a organizacni prestavby pripravy mládeže pro dělnická povolání

Bibliographical references: Praha, Státni Pedagogicke Nakladatelstvi, 40 p. [Cf. p. 1-25].

Translation of title: Principles governing the reform of the organisation and content of training for young manual workers.

Subject analysis

Text outlining guidelines for the reform of training for young manual workers: new structure and duration of training; links between the training of apprentices and senior secondary education; transfer between the different streams of training.

Contents analysis

The reform of the training structure for young manual workers is conceived as an integral part of the common education system. This system which is intended for training for young people who do not enter senior secondary education at the end of compulsory schooling, provides an opportunity, whatever the circumstances, of attaining a high level of education.

A 1-year training period is provided for young people who until now have entered directly into active working life at the end of compulsory education. In addition to technical training there are two options as regards general education.

The first option is intended for young people who have completed compulsory education successfully. At the end of the 1-year training period they receive a certificate which permits them either to work as a semi-skilled or specialised worker or to continue their training by entering the 2nd year of apprenticeship.

The second option, which puts more emphasis on theoretical instruction, is intended for young people who have not reached the standard expected at the end of compulsory education. The training is oriented in such a way as to make up their lack of general education. Successful completion of the years training brings their educational level up to that required at the end of compulsory education and they may then either continue their training in an apprenticeship centre or enter employment as a semi-skilled worker.

Apprenticeship for a skilled worker has a duration of 2 or 3 years, according to the trade followed. Those who have completed a 2-year apprenticeship may continue their training by entering the 3rd year of apprenticeship in a related trade.

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A 4-year apprenticeship leading to a senior secondary school certificate prepares young people for more complex trades both as regards theoretical knowledge and manual skills. It requires a high level of intelligence including an inquiring mind and the capacity to put things into words. Apprentices obtain their senior secondary certificate at the same time as their trade certificate. Access to higher education is open to them under the same conditions as apply to pupils from other senior secondary schools.

A senior secondary school for workers has been introduced as an integral part of the new training system. Those who have completed apprenticeship at skilled worker level may improve their qualifications by attending a senior secondary school for workers which provides full senior secondary education. Admission can take place immediately after completion of an apprenticeship or at a later date following compulsory military service or a period in employment.

The breadth, content and level of the education given in such schools is equivalent to that provided in a 4-year apprenticeship centre. It is organised as follows:

(1) following a 2-year apprenticeship, 3 years' education while continuing in employment or 2 years full-time, according to both the preference and abilities of the candidates and the needs of industry;

(2) following a 3-year apprenticeship, 3 years while continuing in employment or 1 year full-time.

The undertakings grant unpaid leave and in some cases a scholarship for those studying on a full-time basis.

Annexes: general education and vocational subjects of the different streams and schools for apprentices.

Note: This reform was approved in Decree No. 146 of 20 June 1973 for implementation starting in the course of the 1973-74 school year.

T & D	Level	Sector	Country	In referring to this abstract please quote
2	Technician	-	Belgium 493	No. 2/B 60227

Author: -

Title: Les stages pour ingénieurs techniciens

Bibliographical references: Bulletin de la Fédération des entreprises belges, Bruxelles, Vol. 2, No. 19, 10 July 1974, p. 2934-2944.

Translation of title: Practical training for engineer-technicians

Subject analysis: Article on the Belgian employers' position regarding obligatory practical training periods within industry for engineer-technicians preparing for their final trade examination: types of practical training period, organisation, legal status of trainees.

Contents analysis:

A Royal Decree of 18 February 1964 laid down a minimum period of one month's practical training within industry for engineer-technicians who have successfully completed their 1st year of training and are preparing for their final trade examination. Implementation of this Decree should take the following considerations into account.

Although employers are not obliged to employ such trainees, they are, on the whole, favourably disposed towards the principle of such practical training and recognise its usefulness. The number of trainees currently employed by industry is greater than actual requirements.

Three types of practical training period could be introduced.

1. A "social" training period. The trainee is placed in a normal work situation and learns about the realities and personal inter-relationships of the workplace. Emphasis would not be on the improvement of occupational skills but on learning about working conditions and personal contacts at work. Such a training period would usually be selected for reasons connected with tradition or local custom.

2. A "technical" training period. Such training is based on problem-solving. It takes the trainee a step further in his vocational training but concentrates on a specialised area of technical knowledge. Interpersonal relationships would not be dealt with. This type of training would be appropriate for highly technical occupations in selected economic sectors.

3. "Introduction to industrial life". Such a training period permits the trainee to practise his theoretical skills and knowledge and enables him to become familiar with various aspects of industrial life. The training would include both practical and human aspects.

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Organisation of a practical training period

Practical training periods should be organised jointly by the undertaking concerned and the vocational school attended by the trainee. The syllabi should enable trainees to acquire occupational skills and an understanding of the human aspects of the working environment.

The reception of the trainee should, from the outset, create a favourable climate for the rest of the training period. General organisational guidelines for the training, applicable to different types of undertaking should include: a general description of the undertaking and/or a guided tour; introduction to the trainee's colleagues at work; the designation of a "counterpart" within the undertaking who will help the trainee; information on the purpose of the training period and the spirit in which the trainee should approach it.

The undertaking should be responsible for drawing up some means of assessing the effectiveness of training which should include:

- nomination of a person from either the school or the undertaking, who will be responsible for the training period and will maintain close contact with all parties concerned;
- the establishment by the trainee of a report at the end of the training period which will be duly assessed by the undertaking and taken into account in the end-of-year school marks;
- assessment of trainee behaviour by the person responsible for the training period.

The duration and timing of the practical training period should be arranged in each case between the school and the undertaking concerned and possibly co-ordinated with the over-all requirements of the occupational sector concerned.

The most suitable time for such training is as soon as possible after the first year of study. It should take place during the school term so as to avoid the summer holiday period in undertakings.

Problems concerning the legal status of trainees in undertakings should be clearly defined especially with regard to social security, third party responsibility and remuneration.

Annex: model of an agreement covering a period of practical training.

T & D	Level	Sector	Country	In referring to this abstract please quote
4	-	Agriculture 1	Belgium 493	No. 4/L 259

Author:
Title:

Arrêté royal du 23 août relatif à la qualification professionnelle des personnes travaillant dans l'agriculture

Bibliographical references:

Moniteur Belge, Bruxelles, Vol. 144, No. 170, 4 Sept. 1974, p. 10811-10816

Translation of title:

Royal decree of 23 August 1974 on vocational qualifications for persons working in agriculture.

Subject analysis

Decree providing for the vocational training of agricultural workers: scope; aim; types of vocational training; conditions of enrolment; conditions for approval of organisers and institutions; remuneration and subsidies; supervision.

Contents analysis

The principal objectives of the royal decree of 23 August 1974 on vocational training for persons working in agriculture (farmers, home aids and paid workers whose main occupation lies in at least one agricultural sector) were: to promote the vocational training of these persons, particularly by means of continuing training; to improve the training of teachers, lecturers, extension workers and related personnel, and to encourage training activities organised by approved private associations belonging to the agricultural sectors in question.

Continuing training embraces several types of activity:

- refresher courses (for example, by correspondence) for persons working in agriculture but whose basic training is inadequate;
- specialised courses related to well defined types of enterprise;
- in-depth supplementary training in technology and farm management;
- study groups, conferences, guided visits and "contact" days (meetings of agriculturalists responsible for regional and local sections) so as to assure a continuing flow of information;
- days for further training of personnel responsible for agricultural vocational training.

The Ministry of Agriculture should determine the minimum conditions which vocational training activities must satisfy to be approved, as well as the conditions for participating in these activities and obtaining the relevant certificate.

To be approved, a centre or organisation must:

- have vocational training as its objective;

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- be non-profit making;

  admit for vocational training all persons working in the agricultural sector;

- have a staff and premises satisfying the required conditions and in particular adequate modern teaching material and audio-visual equipment;

- accept state financial and administrative supervision.

The royal decree lays down the conditions of remuneration of teachers and lecturers, and also the amount of subsidies. Operating expenses of the training organised by the State are paid in full.

Participants receive compensation for training and for attending "contact" days, as well as for nights spent in residence while following a recognised course.

A ministerial Order (arrêté ministériel d'application) made under the royal decree of 23 August 1974 on the vocational training of persons working in agriculture was published in the same number of "Moniteur Belge" No. 170, (Vol. 144. Bruxelles, 4 Sept. 1974). The Order stipulates, among other things, the conditions which the courses must fulfil to qualify for subsidies (subjects, minimum number of participants, miscellaneous provisions), as well as the conditions for approval of centres, teachers, lecturers and institutions.

T & D	Level	Sector	Country	In referring to this abstract please quote
4	Technician	Fab. metal products 38	Italy 45	No. 4/B 61803

Author: DIAZ, S.

Title: Le 150 ore di scuola per i lavoratori

Bibliographical references: Aggiornamenti sociali, Milano, Vol. 25, No. 78, July-Aug. 1974, p. 511-522

Translation of title: 150 hours of education for workers

Subject analysis: Article on the inclusion in labour agreements affecting the mechanical engineering trades of the right to 150 hours of paid educational leave; origin; implementation; need for the role of the school system to be redefined; teacher training.

Contents analysis

The national labour agreement which, since 19 April 1973, governs the working conditions of workers in the mechanical engineering trades includes provisions by which the workers can benefit from paid educational leave for a total of 150 hours over a period of 3 years.

To benefit from this right, workers will have to follow courses in recognised public establishments and pay for an equivalent number of course hours themselves.

Implementation of the agreement

In exercising this right to educational leave, and taking into account the need for each individual to have an adequate basic education so as to benefit from it on an equal footing, the unions have selected two possibilities: the worker can either follow courses to bring his educational level up to that required for obtaining a junior secondary school certificate (licenza media) or enrol in seminars organised at university or senior secondary level but not leading to the award of a diploma.

In October 1973 the workers' and employers' organisations in the mechanical engineering industries demanded the institutionalisation of the courses to bring the educational level of workers up to the junior secondary standard. To meet this demand, the Ministry of Education set up a technical committee with instructions to outline the measures needed to organise such courses, to draw up the broad lines of the curricula and to set up the first experimental courses, including courses for training teaching staff.

Contacts between this committee and the employers' and workers' organisations concerned have achieved the following results:

(1) a total of 750 courses have been organised in line with demands put forward by the workers, for introduction throughout the country; these

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courses have been developed on the basis of 4 subjects taught by a team of 4 teachers to a maximum student population of 100 workers;

(2) As regards educational content, the courses comprise 4 fields (Italian, foreign languages, literature, the sciences) representing a total of 400 hours of instruction (16 hours per week during 26 weeks);

(3) As regards teaching staff, appointments are governed by the usual criteria for this level of education but it is anticipated that special preparatory courses and diplomas will have to be developed for them.

Towards a new role for the school system

The world of work and the school system are drawing closer together and as a result a new role for the school system is emerging. For the first time, universal education is not linked with compulsory schooling but based on the workers' right to education. For the first time too, training programmes have been drawn up in co-operation with the workers.

If the 150 hours of paid educational leave are eventually introduced, on a universal basis, the school system as a means not only for making-up general educational deficiencies but also on the basis of a permanent right to education, the school system will become a permanent training avenue for the entire population (workers, teachers and teacher trainers). There is also a need to de-school education and this must take place mainly at the teacher training level.

Within this context, the job description of the teacher will differ from that of the traditional teacher slightly, anticipating the role he will have to play in tomorrow's school in which he will become more of a group leader.

T & D	Level	Sector	Country	In referring to this abstract please quote
4	-	-	United Kingdom 42	No. 4/B 60405

Author:
Title:
Bibliographical references:

Technician Education Council (TEC)
Policy statement, June 1974

London, Technician Education Council, 1974, 52 p.

Translation of title:

Subject analysis

Booklet stating the Council's objectives, functions, structure and awards (certificates, diplomas), and describing the types of programme covered (admission requirements, patterns of study, student assessment). Appendices: list and terms of reference of committees; model programme structures.

Contents analysis

The Technician Education Council (TEC) was set up in March 1973 in response to the recommendation of the Committee on Technician Courses and Examinations [cf. abstract No. 10/B 35650, Vol. 9]. Its terms of reference are: to be concerned generally with the development of policies for schemes of technical education for persons at all levels of technician occupations both within and outside industry; to plan, administer and keep under review the development of a unified national system of such courses; to devise or approve courses: to establish and assess standards of performance and award certificates and diplomas as appropriate. An essential function of TEC is to innovate, or to provide for innovation. Its goal is to provide a system of technical education which is responsive to both industrial requirements and student needs.

Functions and structure of the Council

The Council will consider and approve technician training schemes and programmes from colleges or groups of colleges, provide standard TEC programmes for colleges not in a position to produce their own schemes, design standard course units (particularly on areas of common studies) for inclusion in college programmes. It will be assisted by three sector committees and, within each sector, a number of technical programme committees and specialist panels.

TEC awards

There will be four levels of award: Certificate (broadly comparable with the Ordinary National Certificate - ONC); Higher Certificate (comparable to Higher National Certificate - HNC); Diploma and Higher Diploma (roughly equivalent to the Ordinary and Higher National Diplomas in respect of qualifying for entry into degree and comparable courses of higher education).

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Programmes

A college scheme/programme will be approved provided the college has adequate staff and resources to run it, the scheme takes national and local needs into account and there are adequate arrangements for co-operation and consultation (with industry and other local or special interests; with the local education authorities; between colleges, in a group scheme).

A programme:

- must be prefaced by a clear statement of objectives;

- must comprise a minimum number of units (i.e. self-contained and significant components entailing 60-75 hours of study in college and counting for credit towards an award);

- should have general and communication studies components.

The following are guidelines as to duration of programmes:

- for a Certificate: at least 12 units (approximately 900 hours, or 3 years on a day-release basis);

- for a Diploma: at least 25 units (1,800 to 2,000 hours, or 2 years full-time study for student with minimum entry qualifications);

- for a Higher Certificate: at least 8 units (600 hours);

- for a Higher Diploma: at least 16 units (1,200 to 1,500 hours).

No single pattern of study is advocated. As regards part-time study, block-release programmes are to be recommended while evening-only schemes for the younger student and excessively long study days (day release plus evening classes) are to be avoided.

Admission requirements

For an initial TEC certificate or diploma programme: at least completion of a 5-year secondary school course; for higher level TEC awards this requirement must be coupled with evidence that the student is likely to be able to complete the programme successfully.

T & D	Level	Sector	Country	In referring to this abstract please quote
4	-	-	United Kingdom 42	No. 4/B 60044

Author: -

Title: Training Services Agency: a five year plan

Bibliographical references: London, Her Majesty's Stationery Office, 1974, 39 p. Price: £0.61

Translation of tit

Subject analysis

Report outlining the functions and role of the newly constituted Training Services Agency: programmes and sub-programmes relating to major objectives.

Contents analysis

Section 1 of the Employment and Training Act 1973 [cf. CIRF abstract No. 1/L 229, Vol. 12] establishes three new statutory bodies: the Manpower Services Commission (MSC) and its two agencies, the Employment Service Agency (ESA) and the Training Services Agency (TSA). The new legislation introduces considerable changes in the current training structure. One of the responsibilities of the Commission is the promotion of better training for employment in industry. To this end, the arrangements under which the Industrial Training Boards (ITBs) operate have been amended to enable the Commission to co-ordinate and regulate their activities. The Commission is also given power to provide training itself.

The Training Services Agency has now prepared a 5-year plan which has been submitted to the Commission. The plan proposes a number of programmes and sub-programmes, drawn up on the basis of the major objectives the Agency is trying to achieve. For each programme, the plan discusses the objective, proposes the strategy for pursuing it, allocates the resources needed to achieve it - staff, financing, premises, materials, advertising, research, etc. Rather than dissipate its resources broadly in an attempt to contribute to many different training activities the Agency aims to reserve most of its own resources for particular priority areas where the pay-off, economic or social, is likely to be great.

The agency proposes that its role within the system should be that of catalyst and coordinator. In discharging this role it would:

(a) intervene in the system only when a part of the system appears to be in jeapardy, or where there are overriding national priorities justifying a particular effort at a particular time;

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(b) provide an over-all view and an over-all strategy for the system, and encourage collaboration between various parts of the system in tackling common problems;

(c) help in the task of maintaining and developing the competence of individual parts of the system, and the responsiveness of these parts to new demands that may be made on the system as a whole.

The Agency suggests that it should pursue three major aims if it is to carry out its role effectively:

(1) to help through training to secure the efficient and effective performance of the country's manpower;

(2) to help individuals through training to fulfil the needs and aspirations they have for their own employment;

(3) to increase the effectiveness and efficiency of training.

Four major programmes are envisaged as outlined below.

1. Meeting the training needs of industry. This programme will cover all activities aimed at improving training in industry, including approval of levy/grant/exemption schemes of ITBs; direct training services to industry; training needs resulting from high unemployment; key training needs throughout industry, e.g. measures to improve the quantity and quality of training available to young entrants to the work force; measures to increase the limited number of training opportunities for women; development of safety; training to meet the requirements of recent legislation.

2. Meeting the training needs of individuals. This programme is concerned with needs that are unlikely to be met by enterprise or industry action. Its main activity will be the creation of training places and support of trainees under the Training Opportunities Scheme [cf. CIRF abstract No. 1/B 47519, Vol. 11].

3. Improving training effectiveness and efficiency. This programme will concentrate on (a) developing and disseminating training knowledge and approaches and (b) strengthening the competence of training staff.

4. Managing the TSA. To meet the challenge facing it, the Agency must be much more like a commercial enterprise than a government department. In particular, it proposes to delegate more substantial authority to line managers than is common in government services. This programme will be concerned with the agency's own staff training and development.

T & D	Level	Sector	Country	In referring to this abstract please quote
5	-	-	United Kingdom 42	No. 5/B 61791

Author:
Title:
Bibliographical references:

DAVIES, G.
Ergonomics and training

The Training Officer, Manchester, Sept. 1974, Vol. 10, No. 9, p. 256-263.

Translation of title:

Subject analysis

Article on the contribution of ergonomics to training efficiency and effectiveness.

Contents analysis

Ergonomics is concerned, primarily, with the design of man-operated equipment, and in particular with the design of the operator's work space (the instrumentation, the controls and the environment). Rather than seeking to reduce the need for operator training, the ergonomist is more concerned with the reduction of operator stress, both mental and physical.

It is when ergonomic considerations have not figured in the design of equipment that the trainer is likely to be called upon to find the least stressful way of operating the equipment, and then to teach the operator the necessary contortions and skills. In this sense ergonomics and training are complementary activities: the more ergonomics, the less training and vice-versa. The application of ergonomics reduces the training need through simplifying or de-skilling the job.

One area in which ergonomics has made a significant impact is the design of aircraft cockpits. Thus, although each generation of aircraft is technically more complex than the preceding one, as a result of improvements both in their ergonomic design and in training technology, the training needs of pilots when converting to the new types of aircraft are less than formerly.

Most tasks in industry are best performed by man and machine working together, as a "man-machine system". In such a system the task of the ergonomist is to maximise the effectiveness of man, seen from the viewpoint of a component within a system. Ergonomics and training contribute together to effective performance by man when serving as a "component" in a man-machine system. The ergonomist will have provided the man with a meaningful display of instruments and adequate adjustments controls. The trainer will have given him the knowledge and skill to monitor and control the machine.

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Since ergonomics is concerned with the design of the job, the equipment and the environment, a knowledge of ergonomics is useful to the training officer. An awareness of ergonomic principles enables the trainer to check-out and correct any inadequacies in the existing job design. Since no form of training can be effective when the job itself overtaxes the capabilities of the operator, a consideration of ergonomic data prevents both futile training and disastrous accidents.

T & D	Level	Sector	Country	In referring to this abstract please quote
5	-	-	United Kingdom 42	No. 5/B 61789

Author: WHITEHEAD, A.K.

Title: Further education for life

Bibliographical references: Education and Training, London, Vol. 16, No. 9, Oct. 1974, p. 233-234, 236.

Translation of t

Subject analysis

Article on the need to introduce a new broad-based system of intermediate level education and training within the framework of lifelong education; principle advantages of such a scheme.

Contents analysis

Education has come to be associated with an extremely narrow range of activity: namely that of formal classroom teaching. Whether considered from the short-term view of the individual or long-term social interests education must be viewed in a considerably broader context than hitherto. It is only by the employment of a wider definition that any progress can be made in achieving the objective of lifelong education, particularly as related to future needs for occupational mobility.

Education should be defined in a broad sense, to include all forms of knowledge and acquisition, whether of general, academic or occupational skill nature. Such an approach not only treats all forms of knowledge as equally important in their own right, but also stresses their inter-dependence. In advanced economies general education is a necessary precondition for almost every form of education. Yet, with the exception of some ad hoc arrangements, few formalised links exist between general and specific (or vocational) education and training.

The sharp distinction between general and specific education is frequently paralleled by the segregation of formal from informal education activities. The implicit assumption behind such segregation being that they are different in nature and intent. There is a need to replace such outdated assumptions by a new approach.

One solution would be to reduce the generality of schooling by introducing some degree of specialisation so as to introduce the individual progressively to a work environment. This should be accompanied by steps to increase the general education content of vocational training.

Occupational mobility could be further increased by the introduction of intermediate qualifications which, while having a vocational bias will both prevent over-specialisation at too early an age and provide the basis for a later change of occupational direction if and when needed. Indeed,

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properly designed and linked in terms of syllabus they could promote changes as between types of employment which differ significantly in character. Such a course of intermediate education might last two years and lead to a recognised "Intermediate Certificate".

Such a certificate might consist of two sections: one relating to occupational skills, but of wider practical application than the immediate employment area studied; the other relating to a process of formal learning. The latter while having strong vocational bias, would nevertheless retain a degree of generality to provide a foundation for a wider occupational choice than the employment which the individual intended to enter immediately. This would have implications for occupational mobility.

Intermediate certificates might be obtainable at two or even three levels. Nonetheless, each part would constitute a qualification recognisable in its own right and complete in itself. It should be possible to introduce into the intermediate qualification system, some means of assessing past experience. In this way it would be available both to school-leavers and to adults. Indeed, this is essential if it is to provide a viable form of lifelong education.

Unlike most qualification structures, transition would not necessarily mean a straight road to higher and more specialised learning activities. It might well involve a horizontal rather than a vertical movement. For example, Part I could lead not only to Part II, but also to Part I (R) as a retraining programme, which because of the initial foundation, might be of relatively short duration. However, Parts II and III would facilitate a vertical movement for those whose experience warranted it.

The principal advantage of such a scheme would be the avoidance of a too-early over-specialisation and, consequently, of subsequent total redundancy as a result of changing patterns of skill demand. It would provide a foundation of sufficient generality to enable later retraining to build on it. It would enable latent abilities and aptitudes of young people, often ignored at school, to develop.

Job changes are expected to be significantly more frequent in the future. There is therefore an obvious need to plan effectively in advance in order to prevent labour shortage and wastage. A structure of intermediate qualifications would go a long way towards the solution of such problems.

	T & D	Level	Sector	Country	In referring to this abstract please quote
	5	-	-	United States of America 73	No. 5/B 59857

Author: -

Title: Report to Congress on water pollution control manpower development and training activities

Bibliographical references: Washington D.C., US Environmental Protection Agency, 1973, 91 p.

Translation of title:

Subject analysis: Report on water pollution control and related training activities: current legislation; manpower analysis; training programmes; trends in training and requirements, statistics.

Contents analysis:

This report was prepared as a supplement to Environmental Protection Agency (EPA) report to Congress, No. 92-36 dated March 1972, dealing with water pollution control, manpower development and training activities. The purpose was to assess the effectiveness of training programmes in relation to recent legislative provisions (Public Law 92.500) of October 1972 and propose recommendations for improving such programmes.

The legislation contains provisions relating to all levels of personnel dealing with municipal water pollution control. It also provides for a large increase in the funds available for the construction of new municipal facilities.

The EPA strategy is to help build up training capacity and to supplement rather than supplant the activities of others. EPA has therefore focused its programmes on (1) support to universities and individual students mainly at the graduate levels in programmes leading to careers in water pollution control; (2) provision of a continuous training mechanism for updating these and other personnel, to provide them with results of technological advancements; (3) assistance to other federal agencies to channel their resources more effectively to the manpower and training needs in water pollution control; (4) strengthening of the capacities and capabilities of the states and two-year educational institutions to help provide an adequately trained core of treatment plant operators and water pollution control technicians.

The present situation as regards manpower requirements for water pollution control is outlined below.

1. The 1972 amendments are considered to be the most extensive and far-reaching legislation ever enacted at the federal level pertaining to water pollution abatement and control. The law sets the stage for a co-ordinated series of actions that must be taken within stringent

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guidelines by federal, state and local governments and industry.

2. Implementation of the 1972 amendments indicates that a greater number of new personnel and additional numbers of better trained personnel must be available than initially estimated. Increased demand will affect all occupational categories but plant operators and technicians represent the greatest demand. The training required will increase in sophistication at all levels.

3. On a national basis it is projected that approximately 7,800 professionals and 4,000 technicians already employed in the consulting engineering industry should attend updating courses over the next 3 years to keep abreast of technical developments. An intensified EPA direct training programme (short-term seminars, workshops, courses) will need to be developed to meet this need.

4. Technological developments will continue to affect the need for more training: (a) new water pollution control equipment and processes for municipal operations will demand a higher calibre operator for the treatment system; (b) surveillance technology will introduce automated sampling, chemical analysis procedures and more complex instrumentation for water analysis; (c) management in state and local governments will be required to be aware of technological improvements and alternative solutions to achieve improved water quality.

5. Emphasis will continue to be placed on meeting needs through established educational institutions. EPA, in co-operation with the state environmental agencies, will strive to fill training gaps that exist while exploring new training concepts. It will develop materials and programmes and provide technical assistance to state and local authorities.

6. EPA will continue to work with those federal agencies which have primary manpower responsibilities such as the US Department of Labor and the US Office of Education and, with them, develop and sponsor appropriate programmes to meet mutual objectives.

T & D	Level	Sector	Country	In referring to this abstract please quote
7	-	-	Poland 438	No. 7/L 251

Author: -

Title: Zarzadzenie ministra Oświaty i Wychowania z dnia 4.4.1974 sprawie zasad uzyskiwania kwalifikacji pedagogicznych przez naucycieli teoretycznych przedmiotów zawodowych i nauczycieli praktycznej nauki zawodu

Bibliographical references: Dziennik Urzedowy Ministerstwa Oświaty i Wychowania, Warszawa, No. 5, 10 May 1974, p. 81-83.

Translation of title: Decree of the Ministry of Education of 4.4.1974 concerning pedagogical training for teachers and instructors of vocational subjects.

Subject analysis: Ministerial Decree on the organisation and content of pedagogical training for part-time and full-time teachers and instructors of vocational subjects

Contents analysis:

The Teacher Training Institute (Institut Kształcenia Nauczycieli) has organised teacher training centres to provide training in basic teaching skills to:

- full-time and part-time teachers and instructors of vocational subjects;
- instructors organising vocational courses in the undertakings in which they are employed.

Part-time teachers and instructors are admitted to such centres if their teaching function represents at least a quarter of the total number of hours required in the public system of education. Participants are to be awarded living and travelling expenses to follow individual classes and seminars.

Organisation

Instruction is given through evening courses, correspondence courses and an independant study system. In the first two cases, the courses have a duration of one year (2 semesters). In the third case, the duration should not exceed 18 months. For correspondence and evening courses the total duration of instruction comprises a total of 230 hours plus any required educational radio or television programmes. Evening courses are held twice a week and enable teaching staff to continue their normal school duties. Such courses include group discussions or seminars. and the writing of a paper by each individual student. For correspondence courses, the 230 hours of instruction are organised as outlined below for introductory and supplementary instruction:

1st semester: introductory course (during the summer holidays) and supplementary course (Saturdays and Sundays during the month of November).

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2nd semester: introductory course of 4 days during the winter holiday and two supplementary courses of two days each during March and May.

As with evening courses, correspond[illegible]ce courses include seminars and the writing of a paper by each individual student.

In the case of independent study, the teacher-trainees work essentially alone with the help of educational radio and television programmes, course guidelines and recommended reading lists, with access to a teacher as necessary.

Syllabi

The course includes the following subjects which are divided into three groups:

(1) radio and television subjects: Marxist philosophy and the theory of social development; elementary political science and economics.

(2) radio and television subjects linked to classroom instruction: psychology, theory of general education, teaching methods in vocational training, elementary economics and principles underlying the education system;

(3) classroom subjects: teaching methods and techniques for vocational training and practical instruction; social and school hygiene; safety at work; seminars and the writing of individual student papers.

Examinations

- evening courses: examination at the end of the course;
- correspondence courses: examination at the end of each semester;
- independent study: examinations are arranged at the teacher training centres.

T & D	Level	Sector	Country	In referring to this abstract please quote
8	-	-	United States of America 73	No. 8/B 61281

Author: RICHARDSON, Mary Sue

Title: The dimensions of career and work orientation in college women

Bibliographical references: Journal of Vocational Behavior, New York, Vol. 5, No. 1, Aug. 1974, p. 161-172

Translation of:

Subject analysis

Article on research carried out to clarify the term "career orientation" among women university students: method; findings; conclusion.

Contents analysis

A study has been carried out to clarify the meaning of "career orientation" among female university students. Career orientation can be broadly defined as the degree to which a woman expresses interest in, and an intention to pursue, some type of work instead of or in addition to home making.

The sample comprised 150 final year university students. Subjects were selected on the basis of father's education which has been found generally to be an appropriate indicator of socio-economic status. Fifty subjects had fathers whose education exceeded four years of secondary school, the remaining hundred had fathers whose education was equivalent to a secondary school education or less. Students who were members of minority groups, married or older than 25 years of age were excluded from the sample.

Data collection was carried out by mail questionnaire. Correctly completed questionnaires were returned by 97 subjects, ranging in age from 19 to 23. Distribution between College faculties was as follows: 41% social sciences; 26% humanities; 19% languages; and 18% in other fields. To assess the reliability of the questionnaire, a second questionnaire was sent to the first 48 respondents: 33 replies were received.

Thirteen possible career orientation variables as well as work values were measured in this study:

(1) the role of work in the subjects life plans; (2) the value placed on career and marriage; (4) desire to work; (5) educational aspiration; (6) field of occupational choice; (7) level of occupational choice; (8) certainty of occupational choice; (9) certainty of educational choice; (10) certaintly of educational success; (11) occupational information; (12) satisfaction with information supplied; (13) occupational planning; (14) work values as measured by Super's Work Values Inventory.

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Analysis of the relationships among these variables identified two relatively independent clusters. The first cluster most closely approximated the usual definition of career orientation. "Career-oriented" women were found to be highly career motivated and perceived the career role as primary in their adult lives. The second cluster was referred to as "work-oriented". Work-oriented women has well-defined occupational aspirations but placed a high value on both the career role and marriage-family responsibilities in their future. Work-oriented women tended to choose traditionally feminine occupations in contrast to the career oriented women whose aspirations included higher-level and less traditional occupations.

Generalisation of these findings is limited by the fact that a large proportion of the subjects were planning to teach. Teaching is a highly visible field to college students. It would be normal to expect them to be more certain of and to know more about this occupation.

Further research needs to be done to explore more fully the viability of the distinction between career and work orientation including psychological and social-economic factors and the forms these orientations might take among women of different ages and in different groups of the population. A further question for study involves the stability of these orientations.

T & D	Level	Sector	Country	In referring to this abstract please quote
9	-	-	Poland 438	No. 9/L 248

Author: -

Title: Uchwala nr 44 Rady Ministrow z dnia 8.2.74 w sprawie funduszu aktywizacji zawodowej

Bibliographical references: Monitor Polski, Warszawa, No. 8, 11 March 1974, p. 105-106.

Translation of title: Resolution No. 44 of the Council of Ministers, dated 8.2.74, concerning the establishment of a fund to promote vocational training activities.

Subject analysis: Interministerial resolution concerning the setting-up of a fund to finance the vocational training of persons with limited employment potential and persons who are seeking work; creation of employment opportunities; award of training allowances.

Contents analysis

The Council of Ministers has adopted a resolution to set up a Fund to promote vocational training activities. This Fund, to be financed by annual allocations from the national budget, will be under the responsibility of the Minister of Labour, Wages and Social Affairs and is to be used for the purposes and in the manner outlined below.

1. To create employment opportunities for disadvantaged categories of the population or for persons with insufficient means who are the sole support of the family. Such employment opportunities may be created within undertakings provided the production plans of the undertaking are realised. The funds granted to undertakings for the organisation of such employment opportunities are to be used solely to pay the wages of the workers concerned and to cover the various benefits to which they are entitled.

2. To finance expenditure relating to vocational training incurred with respect to under-qualified persons seeking employment, especially women. This training will be organised by the administrative boards at regional district level within undertakings, in vocational training centres or in other social organisations having the appropriate facilities. Grants from the vocational training Fund may be used to cover:

- the cost of the training;
- insurance costs of those receiving training;
- transport expenses and in certain cases board and lodging, of persons domiciled outside the locality where the training takes place;
- allowances to trainees with insufficient means.

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3. To provide grants to young people receiving introductory or specialised training within an undertaking. These allowances shall be awarded during the first two years of training.

The Minister of Labour, Wages and Social Affairs shall determine, in agreement with the Minister of Finance, the principles underlying the distribution and utilisation of the Fund. He shall also establish the average cost involved in training a person seeking employment, together with the estimated amount required in allowances for those seeking work and for young people receiving introductory or specialised training within an undertaking.

	T & D	Level	Sector	Country	In referring to this abstract please quote
	9	-	-	Germany (Fed. Rep.) 430.2	No. 9/B 61682

Author: HEGELHEIMER, A.

Title: Kritische Würdigung des Sachverständigenberichtes "Kosten und Finanzierung der beruflichen Bildung"

Bibliographical references: Deutsches Handwerksblatt, Bonn, Vol. 26, No. 15, 1 Aug. 1974, p. 477-480

Translation of title: Critical review of the report of the Expert Committee on Costs and Financing of Vocational Training.

Subject analysis

Article appraising a report on the costs and financing of out-of-school vocational training: positive aspects; weaknesses of hypotheses; contradictions; lack of new ideas.

Contents analysis

The final report of the Expert Committee on Costs and Financing of Out-of-School Vocational Training (Sachverständigenkommission Kosten und Finanzierung der beruflichen Bildung) [cf. abstract No. 2/B 60703, Vol. 13] is an important contribution to a better understanding of the situation regarding costs and financing of out-of-school vocational training in the Federal Republic of Germany.

The Committee observed, for example, that the average receipts from training exceeded costs in only 10% of training undertakings; that a relationship between gross costs per person trained and the size of the undertaking could not yet be established; that organisation was the dominant factor in large undertakings, while in the small enterprises it was the staffing.

However, the report gives rise to a number of reservations: the limited field of inquiry, the reduced role to be accorded to the dual education system, the hypotheses employed.

The premises of the model are debatable.

The present system of financing training by the individual undertakings is assumed to distort competition because it penalises those who provide training. However, costs can be added to the price if the inflationary effect is not excessive, training expenditure deducted from current income reduces the tax liability of the undertaking, etc.

The inadequate provision of training in relation to needs is attributed to the present financial system. The Committee was not able to prove, however, that the existance of surplus workers trained in certain sectors was linked to a net training revenue. In its conclusions, the Committee itself acknowledges that this hypothesis was not confirmed. This contradiction stems from an erroneous asumption, according to which vocational training strictly determines the worker's occupation. International studies

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have shown that diplomas determine the level rather than the branch of occupational activity. Even if this hypothesis is admitted, the financial system proposed by the Committee would not solve the problem.

Because of the present financial system, training within the undertaking is assumed to depend on the economic situation. Here again the Committee contradicts itself. Globally, this hypothesis is not verified. Variations occur, according to sector, both in support of or in contradiction to current economic trends. Moreover, the influence of economic factors would not be reduced by a levy system, on whatever basis calculated.

The Committee recommends an equalisation of the vocational and general education streams, which only a system of public finance could ensure. The proposed levy could not do so.

The Committee bases its proposals on the hypothesis of a reduction of training in the undertaking in the long-term while at the same time devising a costly system for financing such training. Further, the system proposed offers no apparent advantages over numerous other possibilities which should have been given equal attention: concessions varying with the size of the undertaking, with the region or the occupational field; a generalised system for financing training through taxation, etc.

T & D	Level	Sector	Country	In referring to this abstract please quote
9	-	-	Germany (Fed.Rep.) 430.2	No. 9/B 60829

Author: -

Title: Zum Abschlussbericht der Sachverständigenkommission "Kosten und Finanzierung der ausserschulischen beruflichen Bildung"

Bibliographical references: Bildungspolitik, Düsseldorf, No. 9, Sept. 1974, p. 196-200.

Translation of title: Comments on the final report of the Expert Committee on the Costs and Financing of Out-of-School Vocational Training.

Subject analysis: Articles giving the viewpoint of the German Federation of Trade Unions on the final report of the Expert Committee on the Costs and Financing of Out-of-School Vocational Training; general proposals for reform; proposals for finance and allocation of costs.

Contents analysis

The German Federation of Trade Unions (Deutscher Gewerkschaftsbund - DGB) welcomes in general the measures proposed in the final report of the Expert Committee on the Costs and Financing of Out-of-School Vocational Training (Sachverständigenkommission Kosten und Finanzierung der beruflichen Bildung) [cf. abstract No. 9/B 60703, Vol. 13] which largely reflect the Federation's own position.

General proposals for reform

The DGB particularly welcomes the proposals for:

- reducing or eliminating the influence of costs on opportunities for training;
- basing research on needs and on planning related to the long-term requirements of society, while respecting the individual's freedom of choice;
- reversing the tendency towards specialisation, eliminating training narrowly bound to the undertaking and promoting greater equality of opportunity.

Financial proposals

The DGB also supports the proposal for a central training fund. Regarding the financing of the fund, however, while recognising that the gross payroll of public and private undertakings constitutes a simple and practical basis for calculating contributions, the DGB would like the possibility of using turnover to be examined. As far as the allocation of funds is concerned, the DGB favours a system of direct grants to training agencies, subject to a process of approval which takes into account the quality of the training given. The Committee's proposals for the allocation of an average standard sum from the fund per person trained would not meet the requirements of educational policy.

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It is essential to provide against fluctuations in the economic situation. Adequate reserves should therefore be created.

The fund should be established as an integral part of the general reform of vocational education.

Decision-making structure

The organisation of the central fund should accord with the principles of self-management, which unequivocally recognise the right of the unions to participate in decision making.

Further training should be brought progressively into the financial structure.

T & D	Level	Sector	Country	In referring to this abstract please quote
9	-	-	Germany (Fed.Rep.) 430.2	No. 9/B 60703

Author: Sachverständigenkommission Kosten und Finanzierung der beruflichen Bildung

Title: Kosten und Finanzierund der ausserschulischen Beruflichen Bildung

Bibliographical references: Deutscher Bundestag, Bonn, 7. Wahlperiode, Drucksache 7/1811, 14 March 1974, 319 p.

Translation of title: Costs and financing of out-of-school vocational training.

Subject analysis

Final report of an expert committee on the costs and financing of out-of-school vocational training: terms of reference; progress of the inquiry; results; current and future costs as forecast in the context of the reform of the training system; consequences of introducing paid educational leave, etc.; financial recommendations.

Contents analysis

In its final report the Expert Committee convened by the Ministry of Labour and Social Affairs [cf. abstract No. 2/B 52032, Vol. 12] describes the execution and results of its enquiry into the current situation regarding the costs and financing of out-of-school vocational training.

Principal results

Present costs (1971-72). Gross over-all cost (initial training + further training): * DM 11,100 million (1.4% of the Gross National Product); net over-all cost: DM 7,700 million.

Initial training represents 69.6% of net over-all costs; further training, 27.9%.

Distribution of gross over-all costs between the sectors

Industry, commerce and artisan trades, 94.1%; agriculture, 1.8%; health, 2.2%; professional (lawyers, notaries, tax consultants) 1.9%.

Quality cost ratio

Two models were used, to measure (a) the quality of the training inputs (Inputqualität) and (b) the quality of the resulting training (Outputqualität). In addition, a "legality index" (Legalitätsindex) was established to assess the training by reference to its conformity with the relevant legislation. Wide variations of quality were observed according to occupation, undertaking, branch of economic activity and region. Equality of opportunity is not assured for a large number of young people.

Projections were made on the basis of the quality/cost ratio obtained.

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* 1 DM = $US 2.4375 (18.12.74.)

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Over-all calculations

Two models were used: (a) an "average" model, (b) a "maximum" model.

Main hypotheses

Total duration of training: 3 years, the first year being school-based, the other two being based on the dual system with one day ("average") or two days ("maximum") of vocational education in school during the 2nd and 3rd years. The number of persons trained in the dual system is falling rapidly. The average annual duration of paid educational leave has risen from 0.7 days to 10 days.

Forecast of total financial needs

(Model B)

The reduction in net training costs could reach abaut 49% in 1985 as compared with 1975. Total financial needs in the decade will rise from DM 7,000 million to DM 37,000 million (DM 5,000 million if the volume of further training remains stationary).

Part-models were used to study the effect of certain hypotheses on the future costs of out-of-school training: the raising of the minimum quality of training in the undertaking; provision of the one year's full-time basic training in a school; equalisation of financial contributions to training. These calculations show, in particular, that higher minimum standards do not necessarily entail a substantial increase in over-all costs.

Finance

The present system of individual financing by the employers is not satisfactory. The Committee recommends the creation of a central fund for vocational training, which it sees as a prerequisite for the reform of out-of-school vocational training. The fund should be financed by a uniform levy on employers in the public and private sectors. The rate could start at about 1% of the gross payroll. The financing of further training should be taken over by degrees by the fund. The levy should then be greatly increased.

Distribution of funds could be made through a system of direct allocation, according to a previously agreed formula, to the bodies providing the training.

[See also CIRF abstract No. 9/B 60829, Vol. 131.

T & D	Level	Sector	Country	In referring to this abstract please quote
10	-	-	CMEA countries	No. 10/B 61077

Author:
Title:
Bibliographical references:

T.S.
Współpraca krajów RWPG w dziedzinie kształcenia kadr rabotniczych
Szkoła zawodowa, Warszawa, No. 7/8, July-Aug. 1974, p. 63-65

Translation of title:

Co-operation between member countries of the CMEA in the field of manpower training.

Subject analysis

Articles giving a general outline of co-operation in the field of vocational training between member countries of the Council for Mutual Economic Assistance (CMEA) since 1972; current and future research activities.

Contents analysis

Co-operation between CMEA countries (Rada Wsajemnej Pomocy Gospodarczej - RWPG) in the field of manpower training entered a new phase in 1972. Since that date annual meetings have been organised and attended by leading representatives from member countries of those responsible for manpower training and education. In 1972, 1973 and 1974 the meetings took place in Moskva (Moscow), Berlin and Sofija (Sofia), respectively.

1. The Moscow meeting in 1972 considered modifi ations in work content resulting from technical and scientific change and the implications for training skilled manpower. The meeting appointed a group of experts to carry out research in this field, to be carried out in annual stages between 1973 and 1976.

1st stage (1973): this dealt mainly with organisational problems and drew up the research programme and methodology.

2nd stage (1974): included the following research:

- a study of the repercussions of scientific and technical change on the material and techniques used in the production process; identification of the elements common to all production processes undergoing change and examination of the effects in key branches of the economy;
- identification of the main factors determining occupational descriptions under actual production conditions and a study of the impact of automation on skill and training levels;
- determination of the occupational skills to be taught, taking into account scientific and technical changes and a study of evolutionary trends in the division of labour.

3rd stage (1975): the aim is to determine, on the basis of scientific data, the principles which will permit establishment of adequate links between

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the vocational training and general education of skilled workers, taking into account technical evolution. Recommendations will be drawn up with a view to harmonising vocational training, general education and practical production training in vocational schools and to formulating the main requirements concerning practical training in relation to technical change.

4th stage (1976) : a synthesis of research results and formulation of recommendations with a view to increasing the efficiency of vocational training.

2. The meeting at Berlin (1973) was devoted to problems of social and economic education in vocational schools. Research carried out within this framework is of particular importance due to increasing contacts between countries with different economic and social systems.

3. The subject for discussion at the Sofija meeting (1974) is entitled "the efficiency of teaching and educational methods in the vocational schools of socialist countries".

T & D	Level	Sector	Country	In referring to this abstract please quote No. 11/B 59895
11	-	-	Africa	

Author: CALLAWAY, A.

Title: Educating Africa's youth for rural development

Bibliographical references: 's - Gravenhage, Bernard van Leer Foundation, 1974, 95 p.
Price: D Fl. 7.50; £1.25, US$ 3; FF. 12.50.

Translation of title:

Subject analysis: Publications on problems confronting rural youth in tropical Africa: existing conditions and resources; sources of learning; economic growth and rural development; need to integrate education within designs for rural development at local level.

Contents analysis

From 70 to 90 per cent of the boys and girls in tropical African nations are growing up in the rural areas. The majority learn through observing parents or relatives and gradually taking a greater part in work activities. Only about 30% attend primary school. This means that a substantial proportion are not acquiring literacy and numeracy skills. Even for those who do attend school, the learning bears little relation to the economic life of the communities in which they live. Furthermore, because of the negligible pace of rural development, excessive numbers of school leavers migrate to cities in search of employment.

While high proportions of national budgets are paid out for primary schooling, a conflict arises between this investment and funds to promote rural development. Governments are faced with seemingly intractable problems in determining how best to intervene (a) to provide appropriate education, and (b) to expand the work opportunities available for rural youth.

Any review of the educational requirements of Africa's rural children must begin by exploring the situation that actually exists. This includes a careful appraisal of out-of-school learning and the situation of millions of children not attending primary schools. For primary school leavers, what lines of vocational training are available to improve their practical skills, whether in classrooms or on the job? In many nations primary school leavers have increasing difficulties in finding entry-level work that represents any improvement over what they might have done with no schooling at all. Not only is this a waste of human resources but involves a delayed return on the high investment in education from scarce public resources.

Rural communities are usually characterised by closely integrated social systems which include social values, inter-personal relations, and work

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habits. If techniques for local development appear to be imposed from outside they will have little chance of achieving their goals. What is needed, are policies which correspond with local aspirations.

Radical reform in many countries may well be necessary to relate schools more closely to community and national life. Education consists of two complementary systems: a formal system (the traditional school) and an informal system which covers the wide variety of educational activities that go on outside the formal school system. The aim should be to mesh the two systems into a new and meaningful instrument for development.

Attaining maximum results at lowest cost in funds calls for close co-ordination of all activities of rural education within a decentralised learning system: at central, regional and district levels. The ideal of integrated decentralised education for rural development requires support by the government and co-ordination at all levels. It includes programmes of on-the-job specialist training for rural producers and the establishment of multi-purpose rural training centres (perhaps based on the primary school). Furthermore, education of young people should beappraised within the perspective of all available educational possibilities. At present out-of-school education receives insufficient attention.

Extension education programmes for educating the rural population should be backed up by hundreds of small projects for creating more employment. Out-of-school education in improved techniques should be a central component in such projects. A continuous exchange of information, among the nationals of tropical Africa, on educational experiments in school and out of school would be helpful. It is evident that the most economic and effective methods for stimulating rural advancement have not yet been evolved for use at local level.

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